DOCUMENT RESUME

ED 187 879 CE 025 390

AUTHOR Grisafe, John P.
TITLE Occupational Assessment Handbook.
INSTITUTION Riverside County Superintendent of Schools, Calif.
PUB DATE [79]
NOTE 73p.; Some pages with light and broken type will not reproduce well.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Ability; *Ability Identification; Adult Education; Aptitude Tests; Career Education; Disabilities; Elementary Secondary Education; Interest Inventories; Job Skills; *Occupational Tests; Predictive Measurement; *Program Development; Program Implementation; Scoring; Testing; Test Interpretation; *Vocational Aptitude; *Vocational Interests; Work Sample Tests
IDENTIFIERS Work Evaluation

ABSTRACT

This handbook contains suggested guidelines for planning and implementing an occupational assessment program and an overview of fifty-one occupational assessment instruments. The guidelines cover these topics: instrument selection and use, administration, scoring, and interpretation. Each of these reviews of occupational interest and ability assessment instruments contain the following information in a one-page format: reference number, title, copyright, vendor, type/use of instrument, target populations, instrument format, scoring, interpretive format, reading level, administrative time, and space for notes. For quick reference, a chart identifying the major factors of the reviews--type, target population, scoring, reading level, and administrative time--and a list of the vendors are included at the back of the document. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED187879

OCCUPATIONAL ASSESSMENT HANDBOOK

prepared by:
JOHN P. GRISAFE
Occupational Counselor

Division of
Special Schools and Services
Career/Vocational Education

- CE 025 390 -

Office of
the Riverside County Superintendent of Schools
Dr. Don F. Kenny, Superintendent

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Freemont Hobert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

Introduction.....1

Occupational Assessment Guidelines.....2

Occupational Interest and Abilities Assessment Instruments Reviews....7

Assessment Instruments
- Appraisal of Occupational Attitudes.....9
- Aptitude Test for Occupations.....10
- ASVAB - Armed Services Vocational Aptitude Battery.....11
- Bennett-Hand Tool Dexterity Test.....12
- Bennett Test of Mechanical Comprehension.....13
- COPS - California Occupational Perference System.....14
- COPS Intermediate, California Occupational Preference System.....15
- CAPS - Career Ability Placement Survey.....16
- Career Assessment Inventory.....17
- COATS - Comprehensive Occupational Assessment and Training System.....18
- Crawford Small Tool Test.....19
- Curtis Interest Scale.....20
- D.A.T. - Differential Aptitude Test.....21
- GATB - General Aptitude Test Battery.....22
- Geist Picture Interest Inventory.....23
- Gordon Occupational Checklist.....24
- Hackman-Gaither Vocational Interest Inventory.....25
- HOOI - Hall Occupational Orientation Inventory.....26
- How Well Do You Know Your Interests?.....27
- IDEAS.....28
- JVIS - Jackson Vocational Interest Survey.....29
- JEVS - Jewish Employment and Vocational Service.....30
- JOB-O- - Judgement of Occupational Behavior-Orientation.....31
- Kuder General Interest Survey (Form CP).....32
- Kuder Occupational Interest Survey (Form DD).....33
- Manipulative Aptitude Test.....34
- McCarron-Dial System.....35
- Micro Tower.....36
- Minnesota Rate of Manipulation Tests.....37
- Minnesota Spatial Relations Tests.....38
- MVII - Minnesota Vocational Interest Inventory.....39

Assessment Instruments (Continued)
Occupational Interest Inventory....40
OVIS - Ohio Vocational Interest Survey....41
PAYES - Program for Assessing Youth Employment Skills....42
Pennsylvania Bi-Manual Work Sample....43
PIES - Picture Interest and Exploration Survey....44
Project Discovery....45
Purdue Pegboard....46
Reading-Free Vocational Interest Inventory....47
SAAS - Self Appraisal and Assessment Structure....48
SDS - Self-Directed Search....49
Singer Work Samples....50
SPIB - Social Prevocational Information Battery....51
SCVII - Strong Campbell Vocational Interest Inventory....52
Thurstone Interest Schedules....53
Valpar Systems....54
VIEWS - Vocational Information and Evaluation Work Samples....55
VII - Vocational Interest Inventory....56
VISA - Vocational Interest and Sophistication Assessment....57
WREST - Wide Range Employment Sample Test....58
WRIOT - Wide Range Interest-Opinion Test....59
Blank Page....60
Blank Page....61
Blank Page....62
Blank Page....63
Blank Page....64

Assessment Review Chart....65

List of Venders....67

OCCUPATIONAL ASSESSMENT HANDBOOK

INTRODUCTION

The information provided within this document is intended to give an introduction to the use of occupational assessment instruments and an overview of a number of occupational assessment instruments. This document is in no way intended to be a complete survey of the occupational assessment field, but it is intended to give the user a quick reference to many of the popular assessment instruments presently in use. This document should be supplemented with further research of the literature, discussion with active professionals, and direct experience with these instruments if the reader is really interested in becoming involved with occupational assessments.

This handbook is intended to be a dynamic document to coincide with the dynamic aspects of the occupational assessment field. To meet this need blank review sheets have been provided so the reader can develop additional reviews on new assessment instruments. Additionally, this handbook has been designed to allow the inclusion of the reader's personalized notes. A space has been provided at the end of each instrument review to make it convenient to add factors of personal interest to the reader.

For quick reference, a chart identifying the major factors of the reviews and a list of the venders are included at the back of this document.

Hopefully, this document will answer some of the reader's questions about occupational assessment while at the same time increasing interest for further investigation of this field.

OCCUPATIONAL ASSESSMENT GUIDELINES

Occupational assessment provides information that will assist with determining an individual's interests and abilities as they relate to the world of work. The following guidelines are intended as suggestions for planning and implementing an occupational assessment program. Before you begin to use these guidelines, it is vital to define the goals of the assessments, the population to be assessed and the resources that are available for your program. If these factors are clearly defined before an instrument selection is made, you will dramatically increase your chances of developing a successful occupational assessment program.

INSTRUMENT SELECTION AND USE:

The first step in developing an occupational assessment program is the selection of the instruments you want to use. This is not an easy task. In reviewing potential instruments, there are several factors to be considered:

1. Will the instrument provide information compatible with your goals and purposes?
2. Is the instrument appropriate for the students being assessed?
3. Will the instrument provide the scope of information you want?
4. Are the results presented in an understandable format?
5. Will the instrument provide results which are compatible with other assessment instruments you plan to use?
6. Will the results of the instrument be compatible with any occupational resource materials you plan to use (i.e. The Dictionary of Occupational Titles)?
7. Will the instrument provide powerful enough information to warrant the time, effort and cost required for its administration?
8. Does the instrument have proper validity and reliability for the population being assessed?

When you are satisfied that the instruments you are reviewing adequately meet these criteria, then you probably have useful assessment tools.

ADMINISTRATION:

In most cases it is best to assess occupational interests before occupational abilities to maximize a student's occupational exploration before considering the limiting factor of abilities. This is especially

true for adolescents and young adults. When the results of an interest inventory are shared with an individual, the individual tends to expand the number and diversity of occupations the individual will investigate, whereas, abilities assessment results tend to reduce the breadth of occupations subsequently considered by the assessee. Therefore, by assessing interests before assessing abilities you expand the range of occupations to be considered before restricting that range. The reverse assessment process may do a disservice by denying the student the chance to really explore what they like in the world of work before bringing in the restrictions of skill requirements for occupations. This can deny the individual information which is valuable for setting occupational goals.

In certain cases, such as individuals with handicaps or special limitations, adjustments in the scope of the occupational assessments will definitely be necessary. Still, the pattern of interest assessment first and abilities assessment afterwards is preferable for all except the most extremely handicapped individuals. In these cases you may want to assess abilities first to see if there are enough skills to allow an occupational choice. If there are not enough skills to present the possibility of a choice then an interest assessment may not be of any real value. Regardless of the format you develop to meet your population needs, there are certain procedures which should be adhered to in interest and ability assessment.

Interest Assessment:

Though interest assessments differ in their administrative format, there are some general things to remember for all such instruments. It is important to refer to interest assessment instruments as "inventories", "surveys", or "activities". Do not call such instruments tests! These instruments are not tests because they have no right or wrong answers. The responses are only the student's opinions. Referring to these instruments as "inventories", "surveys" or "activities" is more accurate and it helps to avoid performance anxiety. For similar reasons, it is best to stress to a student that there are no right or wrong answers for interest assessments, and that a student should respond on the basis of his/her own opinions. Make the administration session as pleasant and comfortable as possible. Allow a student to work at his/her own pace, but suggest to the student that he/she should not dwell on any one item in an inventory. A student should be encouraged to follow his/her first impressions when responding to interest inventory items. It is also helpful to let a student know that his/her assessment results will only be suggestions of possible interest areas and that these results will not lock him/her into any occupation. These precautions should help make the administration of these inventories go more smoothly, while improving the assessment results.

Ability Assessment:

Ability assessments are somewhat differently administered than interest inventories. However, as with interest inventories, the abilities assessment session should be made as comfortable an experience

as possible. Toward this goal, rather then introducing these instruments as tests it would be better to present ability assessments as activities which will give the student ideas of some occupations for which he/she might have the necessary skills required for employment. Abilities assessment should be presented in as nonthreatening a manner as possible. Students should be made aware that everyone has a different set of abilities, and that there are thousands of different occupations in the world of work, each requiring different kinds and levels of abilities. Therefore, no matter what their pattern of abilities may be, there are probably several occupations in which each student could perform adequately.

In either interest or ability assessment, it is important to make the session seem like an "activity" rather than a "test" session. This will make the assessments more enjoyable for everyone involved and will improve the quantity and quality of the results.

SCORING:

Occupational assessments come in hand scored, self scored, and machine (computer) scored formats, however, not all instruments come in all three formats. In fact, most of the instruments come in only one or two of these scoring formats. The scoring format may be an important factor to consider in your selection of an instrument. If having the results immediately after administration is important, you will probably prefer a hand or self-scored instrument. It takes longer to receive the results from a machine (computer) scored format. In recent years, however, many machine scored systems have reduced the turn-around time on their results to a week or ten days. Machine scored results often give more detail than either of the other two formats, but they usually have a higher cost. The type of format you select will depend on your available resources and the purpose of your assessment.

INTERPRETATION:

Interpretation is the most important part of the assessment process. An occupational assessment instrument should be interpreted and discussed with the student whenever possible. There is little value in administering an instrument unless the results are shared with the student. A student cannot use the assessment information for his/her own personal growth unless he/she is made aware of and participates in a discussion to really understand the results. The assessment results should not be just given to a student without any interpretive discussion. This could lead to an unrealistic understanding of the results by the student. These factors point out the need for an interpretative discussion session with the student. Care needs to be exercised during this interpretation session to insure that the student does not place more importance on the results than is warranted. For this reason, it is important to remind the student that the instrument is only giving indications of their present abilities and/or interests. In some cases, especially adolescents, it may be possible for the student to increase certain skill areas and/or have changes in their interests, therefore, results must be discussed with this in mind. The student should also be informed that the purpose of these assessments is to give valuable information for

his/her investigation of the world of work.

As mentioned before, it is important to make the interpretation session a discussion session rather than just a description of the results. A discussion of the results is valuable for several reasons. Such a discussion will provide you with an opportunity to check the validity of the assessment administration, the student's understanding of the results, the student's agreement with the outcome of the assessment, and how the results relate to the student's past experiences. It is important to use such a discussion to check for misinterpretations of concepts, procedures and words used in the assessment. This gives you a special check for administration validity. Additionally, as the student discusses and elaborates on the results the assessor will get a deeper understanding of the student's interests and/or abilities, as well as, whether or not the student agrees with the assessment results. Finally, a discussion format can allow you to relate the instrument's results to the student's past experiencies and the world of work. The test administrator should not use these results as prescriptions for a specific occupational choice, but rather as guidance information.

Structuring the interpretation session is important to insure maximum results. The following are suggestions for structuring such a session:

1. Encourage the student to take the lead in the discussion as much as possible.

2. Encourage the student to state how they felt about taking the assessment and how they feel about the results.

3. Ensure that you, the student and the instrument all use the same definitions for the terms used in your discussion.

4. Relate the assessment results to the student's past experiences as much as possible. This personalizes the results.

5. Give suggestions of future occupational exploration.

These suggestions should increase the productivity of your interpretive sessions.

There are indicators of a good interpretive session which can help you monitor the success of your student discussion. Check for the following indicators to evaluate your session.

1. Is the student doing most of the talking?

2. Are you gaining a clearer understanding of the student's interests and/or abilities during the session?

3. Is the student gaining a better knowledge of himself/herself?

4. Are you and the student gaining a better understanding of how the student's interests and abilities relate to the world of work.

At the end of the interpretation you should summarize the discussion, make a final check for consensus of the results and make appropriate suggestions for activities that may benefit the student's occupational exploration. This final touch can generate real future developmental benefits for the student.

SUMMARY:

Occupational assessments should not be an end in themselves, but they should be tools to meet pre-determined goals. With this in mind, these instruments can be very beneficial and can greatly increase your understanding of a student's interests and/or abilities as they relate to the world of work. Such information is extremely useful in developing a program or a curriculum which is of interest and of lasting use to a student.

Occupational Interest and Ability Assessment Instruments Reviews

PURPOSE:

The purpose of these reviews is to provide an awareness of some of the popular occupational assessment instruments in use at this time. These reviews are intended to be basic introductions to these instruments and not comprehensive descriptions. These reviews should not be the sole basis for the selection of an instrument. Before any instrument is selected for use, a further review of the literature is suggested.

It is hoped that this handbook will be used as an expanding document. It is designed so new reviews of other assessment instruments can be added to it. Blank review sheets have been provided for this purpose at the end of this section.

DEFINITIONS OF TERMS:

So you can better understand the reviews of these assessment instruments, the following definitions of the review criteria have been provided:

REFERENCE NUMBER - allows an instrument identification system for the summary charts in the notebook.

TITLE - is the name and acronym for the assessment.

COPYRIGHT - is the latest copyright date.

VENDER - is the publisher or source from which the instrument can be obtained.

TYPE/USE OF INSTRUMENT - is the intended use or purpose of the instrument. This information is generally taken from the instrument's manual.

TARGET POPULATION - is a description of the clients the instrument is designed to assess. In most cases, this is obtained from the instrument's manual.

INSTRUMENT FORMAT - is a description of the activities required of the assessee during the use of the instrument.

SCORING - indicates the method(s) of scoring available. Self scoring means that the person assessed can also score the instrument himself/herself. Hand scoring means the assessment administrator can score the instrument. Machine scoring means that the instrument can be computer scored through a computer service. Observational scoring means that the administrator's observations of the assessee are important for scoring.

INTERPRETIVE FORMAT - describes the method by which the results are organized and presented.

READING LEVEL - is an estimate of the instrument's general reading level. The estimate is made by considering both the stated reading level in the instrument's manual and analyzing the instrument with the Rudolf Flesch Method of Evaluating Readability. The reading levels are accurate to only plus or minus two grade levels, but they do provide an indication of the general readability of the instrument.

ADMINISTRATIVE TIME - is the time it would probably take to administer the instrument. This estimate is arrived at by consulting the instrument's manual, reviewing the literature and through actual administration times.

NOTES - is space provided for recording additional facts of personal interest for the reader.

There are several other major factors to consider in analyzing assessment instruments which are not covered by these reviews, such as, reliability, validity, and cost. These reviews are intended as introductions to these assessments and it is strongly recommended that they be supplemented by a direct personal review of the instruments, the instrument's manual and the pertinent literature before any instrument is selected for use.

It is hoped that this collection of reviews will both broaden your awareness of available instruments and help you in the selection of occupational assessment instruments that will best meet your needs.

Reference Number:	01
Title:	Appraisal of Occupational Attitudes
Copyright:	1971
Vender:	Houghton Miffiin
Type/Use of Instrument:	Abilities test for office tasks, pre-employment assessment.
Target Population:	Adult.
Instrument Format:	Eight separate timed tests; six tests of four or five minutes each on checking letters, checking numbers, filing names, filing numbers, posting names, posting numbers; a thirty minute arithmetic computation/reasoning test and a thirty-five minute desk calculator test.
Scoring:	Hand.
Interpretive Format:	A formula is used to evaluate the number of correct responses. Separate norms are used to score male and female results.
Reading Level:	Directions are at the 7th grade level. The math and desk calculator tests are at 12th grade level.
Administrative Time:	90 to 120 minutes (1-1/2 to 2 hours).
Notes:	

Reference Number:	02
Title:	Aptitude Test for Occupations
Copyright:	1951
Vender:	CTB/McGraw-Hill
Type/Use of Instrument:	Abilities assessment.
Target Population:	Grades 9 to 13, and adults.
Instrument Format:	Six timed abilities tests; personal-social, mechanical, general sales, clerical, routine computational, and scientific. Tests can be administered separately or in any combination. A test administrator is needed to read the directions.
Scoring:	Hand, self or machine.
Interpretive Format:	Combined, male and female norms. Gives occupational lists for each of the six ability scales and occupational lists for every combination of two of the six abilities.
Reading Level:	7th to 8th grade level.
Administrative Time:	The testing time is 107 minutes. The total administration time is about 140 to 150 minutes. Each subtest takes 12 to 20 minutes.
Notes:	

Reference Number:	03
Title:	ASVAB - Armed Services Vocational Aptitude Battery
Copyright:	Unknown
Vender:	Department of Defense (contact local armed forces recruiters.)
Type/Use of Instrument:	Abilities assessment.
Target Population:	Grades 11 and 12, and adults.
Instrument Format:	Twelve tests in six vocational areas; electronics, general mechanical, motor mechanical, clerical, administrative and general technical. The test is administered by armed forces recruiters at no cost. The administration is usually done in a large group setting.
Scoring:	Machine scored with about thirty days required for the return of the results.
Interpretive Format:	Each student receives a booklet with brief explanations of the five areas tested and a bar graph giving the student's percentile score. Counselor manuals are available.
Reading Level:	10th to 12th grade. The reading level varies for the different subtests.
Administrative Time:	180 minutes (3 hours).
Notes:	

Reference Number:	04
Title:	Bennett-Hand Tool Dexterity Test
Copyright:	1965
Vender:	Psychological Corporation
Type/Use of Instrument:	Abilities assessment.
Target Population:	Adult industrial workers and applicants.
Instrument Format:	A board with various sized bolts and nuts is used to assess hand dexterity. The student moves the bolts and nuts from one side of the board to the other using common wrenches which are provided in the kit.
Scoring:	Hand and observational.
Interpretive Format:	The norms which are provided cover plant workers, electrical workers, airline engine mechanics, welders, manufacturing workers, manufacturing applicants, male vocational high school students, and high school drop-outs. Comparisons to these norm groups are on a percentile basis.
Reading Level:	Non-reading.
Administrative Time:	10 to 20 minutes.
Notes:	

Reference Number:	05
Title:	Bennett Test of Mechanical Comprehension
Copyright:	1969
Vender:	The Psychological Corporation
Type/Use of Instrument:	Abilities assessment.
Target Population:	Grades 9 to 12, and adults.
Instrument Format:	Examiner reads the instructions and times the test. There are 68 pictured situations with a three choice question pertaining to each picture.
Scoring:	Hand or machine.
Interpretive Format:	A raw score and a percentile score are obtained. Tables are given in the manual to match the scores to several occupational categories. Also, the scores can be matched for probable success in selected mechanical training programs.
Reading Level:	5th grade.
Administrative Time:	30 minutes testing time.
Notes:	

Reference Number:	06
Title:	COPS - California Occupational Preference System
Copyright:	1975
Vender:	EDITS
Type/Use of Instrument:	Interests assessment
Target Population:	Grades 9 to 16 and adult.
Instrument Format:	The student responds to 68 occupational activity questions by marking to what degree he/she would like doing the activity. A four choice scale of like very much, like somewhat, dislike somewhat and dislike very much is used.
Scoring:	Self or hand.
Interpretive Format:	Fourteen scales are set on a normed graph representing the following categories; science professional, science skilled, outdoor, technology professional, technology skilled, consumer economics, business professional, business skilled, clerical, communications, arts professional, arts skilled, service professional and service skilled. A list of related occupations accompanies each scale.
Reading Level:	12th grade.
Administrative Time:	30 to 40 minutes.
Notes:	

Reference Number:	07
Title:	COPS Intermediate, California Occupational Preference System
Copyright:	1976
Vender:	EDITS
Type/Use of Instrument:	Interests assessment.
Target Population:	Elementary grade students, or higher grade students with reading problems.
Instrument Format:	Student responds to multiple choice questions of different types. There are pictures to help the student with the written questions.
Scoring:	Self or hand.
Interpretive Format:	The results give a relative number ranking score for each of its fourteen career clusters, which are; science professional, science skilled, technology professional, technology skilled, consumer, economics, outdoor, business professional, business skilled, clerical, communications, arts professional, arts skilled, service professional and service skilled. There is a list of occupations for each cluster.
Reading Level:	6th to 8th grade.
Administrative Time:	20 to 30 minutes.
Notes:	

Reference Number:	68
Title:	CAPS - Career Ability Placement Survey
Copyright:	1976
Vender:	EDITS
Type/Use of Instrument:	Abilities assessment.
Target Population:	Grades 9 to 16 and adult.
Instrument Format:	Eight five minute timed tests using pictorial situations or problem questions. The eight abilities assessed are mechanical reasoning, spatial relations, verbal reasoning, language usage, numerical ability, word knowledge, perceptual speed and accuracy, manual speed and dexterity. An administration tape is available.
Scoring:	Machine, hand or self.
Interpretive Format:	A normed graph is given matching the students abilities to fourteen occupational category scales; science professional, science skilled, technology professional, technology skilled, consumer economics, outdoor, business professional, business skilled, clerical, communications, arts professional, arts skilled, service professional and service skilled. There is an occupational list for each of the categories.
Reading Level:	The questions and direction formats are at the 4th grade level. The word knowledge section has vocabulary of various levels including college level vocabulary.
Administrative Time:	Each of the eight tests take 5 minutes. Total administration is 50 to 60 minutes.
Notes:	

Reference Number:	09
Title:	Career Assessment Inventory
Copyright:	1975
Vender:	Interpretive Scoring Systems
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to adult.
Instrument Format:	305 questions which are rated on a five choice scale from like very much to dislike very much.
Scoring:	Machine (computer printout available).
Interpretive Format:	The responses are rated on six theme areas: realistic, investigative, artistic, social, enterprising, and conventational. Also, the student is rated on twenty-two general occupational areas and forty-nine specific occupations.
Reading Level:	10th to 11th grade level.
Administrative Time:	About 30 to 40 minutes.
Notes:	

Reference Number:	10
Title:	COATS - Comprehensive Occupational Assessment and Training System
Copyright:	1975
Vender:	PREP
Type/Use of Instrument:	Job matching interests and work samples abilities assessment.
Target Population:	9th grade through adult.
Instrument Format:	The job matching section presents a series of slide pictures of occupational activities and the student marks whether or not he/she would like to do the activity. The student can also be assessed on the amount of his/her experiences with these pictured activities. There are also several occupational activity kits (work samples). These work samples can be used as an evaluation of the student's abilities for certain occupations.
Scoring:	Machine for the job matching section. The work samples are evaluated by hand and observation.
Interpretive Format:	The student is given a graph which shows his/her likes and dislikes in raw form. Also, the student's responses are matched to selected occupations. The student's experience level can be obtained for these occupations also. The work samples have some evaluative criteria and suggestions of what an evaluator should be noting.
Reading Level:	Non-reading.
Administrative Time:	40 minutes for the job matching section (interest assessment). The work samples vary in administration time, but each takes over an hour.
Notes:	

Reference Number:	11
Title:	Crawford Small Tool Test
Copyright:	1956
Vender:	The Psychological Corporation
Type/Use of Instrument:	Abilities assessment.
Target Population:	Adult industrial workers.
Instrument Format:	A small board is used to test dexterity. The kit has small tools, small pins, screws and collars which are assembled and placed in holes in a board during the test. The test criteria is the time it takes to finish each task series.
Scoring:	Hand and observation.
Interpretive Format:	The student's performance can be compared to several percentile normed groups. The male normed groups are unselected applicants, war veterans, technical students and academic students. The female normed groups are assembly job applicants, factory applicants, hourly employees, and employed assemblers.
Reading Level:	Non-reading.
Administrative Time:	5 to 15 minutes.
Notes:	

Reference Number:	12
Title:	Curtis Interest Scale
Copyright:	1959
Vender:	Psychometric Affiliates
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to 12 and adults.
Instrument Format:	The student rank orders ten activities for each of the ten occupation areas. The ten areas are: business, mechanics, applied arts, direct sales, production, science, entertainment, interpersonal, computational and farming.
Scoring:	Self or hand.
Interpretive Format:	The student gets a graphed rating in the eight interest areas of applied arts, business, computation, direct sales, entertainment, farming, interpersonal, mechanics, production, and science.
Reading Level:	College level.
Administrative Time:	8 to 15 minutes.
Notes:	

Reference Number:	13
Title:	D.A.T. - Differential Aptitude Test
Copyright:	1972
Vender:	The Psychological Corporation
Type/Use of Instrument:	Abilities assessment.
Target Population:	Grades 8 to 12.
Instrument Format:	Test questions in eight areas: verbal reasoning, numerical ability, abstract reasoning, clerical, speed and accuracy, mechanical reasoning, space relations, spelling and language usage. Various paper and pencil formats are used.
Scoring:	Hand and machine.
Interpretive Format:	Gives normed percentile report for each ability area. Additional career planning activity materials are available.
Reading Level:	6th or 7th grade for the question formats, however, some of the questions require much higher reading levels for answering the questions.
Administrative Time:	240 minutes (4 hours).
Notes:	

Reference Number:	14
Title:	GATB - General Aptitude Test Bettery (NATB - Non-Verbal Aptitude Test Bettery is a variance of the GATB)
Copyright:	1979 (revised edition)
Vender:	U.S. Department of Labor.
Type/Use of Instrument:	Abilities assessment.
Target Population:	14 years old to adult.
Instrument Format:	Twelve tests - eight written tests and four dexterity tests using pegboards. All tests are timed. The complete test must be given in a group setting of at least three people. Strict testing procedures must be followed.
Scoring:	Hand or machine.
Interpretive Format:	Nine scales are given which can be matched to sixty occupational aptitude patterns. These can then be related to specific occupations.
Reading Level:	Students must have at least a 6th grade reading level to take the GATB. The NATB is a non-reading variation of the GATB.
Administrative Time:	180 minutes (3 hours).
Notes:	

Reference Number:	15
Title:	Geist Picture Interest Inventory
Copyright:	1959
Vender:	Western Psychological Service
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to adult.
Instrument Format:	Forty-four forced choice questions. Three job activity pictures are presented in each question. The student selects the picture which represents his/her favorite activity of the three.
Scoring:	Machine or hand.
Interpretive Format:	The student's responses are plotted on a "percentage of total possible" chart. There are eleven interest areas: persuasive, clerical, mechanical, dramatic, musical, scientific, outdoor, literacy, computational, artistic and social service.
Reading Level:	Non-reading, pictorial.
Administrative Time:	10 to 25 minutes.
Notes:	

Reference Number:	16
Title:	Gordon Occupational Checklist
Copyright:	1963
Vender:	Harcourt, Brace, Jovanovich Inc.
Type/Use of Instrument:	Interests assessment.
Target Population:	Non-college bound high school students.
Instrument Format:	The student indicated job activities he/she likes and that he/she especially likes from a list of 240 activities. Also, the student self reports his/her favorite job.
Scoring:	Hand.
Interpretive Format:	The five occupational categories of business, outdoor, arts, technology, and service are used for evaluation. There are short occupational lists for each of these occupational categories.
Reading Level:	12th grade.
Administrative Time:	20 to 25 minutes.
Notes:	

Reference Number:	17
Title:	Hackman-Gaither Vocational Interest Inventory
Copyright:	1968
Vender:	Psychological Service Center of Philadelphia
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 6 to 16, and adult.
Instrument Format:	200 items - the subject rates each activity or occupation on a four choice scale of like versus dislike.
Scoring:	Hand or machine.
Interpretive Format:	The result format is a graph of eight interest categories: business contact, scientific technical, artistic, health and welfare, business clerical, mechanical, service and outdoor. An explanation of each area is available.
Reading Level:	7th grade.
Administrative Time:	30 to 40 minutes.
Notes:	

Reference Number:	18
Title:	HOOI - Hall Occupational Orientation Inventory
Copyright:	1971
Vender:	Scholastic Testing Service
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to 16 and adults.
Instrument Format:	345 items - the student responds to each of the items by rating them on a five point scale ranging from "essential" to "intolerable".
Scoring:	Hand.
Interpretive Format:	23 scales: creativity-independence, risk, information-understanding, belongingness, security, aspiration, esteem, self-actualization, personal satisfaction, data orientation, routine dependence, object orientation, people orientation, location concern, aptitude concern, monetary concern, physical ability concern, environment concern, co-worker concern, qualifications concern, time concern, extremism and defensiveness.
Reading Level:	8th to 9th grade.
Administrative Time:	40 to 60 minutes.
Notes:	

Reference Number:	19
Title:	How Well Do You Know Your Interests?
Copyright:	1974
Vender:	Psychologists and Educators, Inc.
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to 12 and adults.
Instrument Format:	The instrument comes in different editions: personnel, college and secondary school. All three use the same format for their 120 questions. Each written activity question is rated by the student on a six point scale ranging from "like tremendously" to "dislike tremendously".
Scoring:	Hand.
Interpretive Format:	The results cover ten vocational interest domains: business, mechanical, outdoor, service, research, visual art, amusement, literacy, music and general work attitudes. The scores can be compared with norms for the general population or with the norms for eight academic and vocational sub-groups. All are normed on a percentile basis.
Reading Level:	7th grade.
Administrative Time:	15 to 20 minutes.
Notes:	

Reference Number:	20
Title:	IDEAS
Copyright:	1977
Vender:	Interpretive Scoring Systems
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 7 and 8.
Instrument Format:	One page of questions which are rated on a five choice scale from "like very much" to "dislike very much".
Scoring:	Self or hand.
Interpretive Format:	Separate scales are presented for males and females. The responses are rated on fourteen work area scales. The fourteen work scales are: mechanical, electronics, nature, science, numbers, writing, arts, social service, child care, medical service, business, sales, office practices, and food service. Each area has several related occupations.
Reading Level:	10th grade.
Administrative Time:	10 to 20 minutes.
Notes:	

Reference Number:	21
Title:	JVIS - Jackson Vocational Interest Survey
Copyright:	1978
Vender:	Research Psychologist Press, Inc.
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to 16.
Instrument Format:	289 forced choice pairs of work activities. The subject selects the most desirable activity of each of the 289 pairs.
Scoring:	Hand or machine.
Interpretive Format:	The student is rated on thirty-four interest scales of work roles and work styles (work environments). The format permits both combined sex and separate sex ratings for the scales.
Reading Level:	7th to 8th grade.
Administrative Time:	45 to 60 minutes.
Notes:	

Reference Number:	22
Title:	JEVS - Jewish Employment and Vocational Service
Copyright:	Unknown, new work samples are continually being developed.
Vender:	Vocational Research Institute, Inc.
Type/Use of Instrument:	Work Samples (abilities) and interests assessments.
Target Population:	Adults.
Instrument Format:	Work samples in twenty-eight work activities areas. The activities are similar to job tasks of the occupation being assessed, but on a limited scale. The student is questioned after each work sample about the degree of enjoyment and interest he/she experienced while they were doing the work sample.
Scoring:	Hand and observation.
Interpretive Format:	Comparative ratings in various worker trait groups are available. The range of results depend on the number and particular work samples used by the student.
Reading Level:	Non-reading for some work samples, but other work samples have various levels of readability.
Administrative Time:	6 to 7 days for a full assessment program. Each work sample requires a different assessment time period.

Notes:

Reference Number:	23
Title:	JOB-O - Judgement of Occupational Behavior-Orientation
Copyright:	1978
Vender:	CFKR Career Materials
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to 12.
Instrument Format:	A student answers nine questions and develops a number code from his/her responses. These are matched against interest patterns for 120 occupations to find similar interest patterned occupations.
Scoring:	Self or hand.
Interpretive Format:	The student can match his/her response to the patterns of 120 occupations to find occupations with similar interest patterns.
Reading Level:	Mostly 7th grade, but some parts are 10th grade.
Administrative Time:	5 to 7 minutes to answer the questions and 20 to 30 minutes to do the job search.
Notes:	

Reference Number:	24
Title:	Kuder General Interest Survey (Form CP)
Copyright:	1974
Vender:	Science Research Associates, Inc.
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 7 to 12.
Instrument Format:	The survey has 168 forced choice activity triads. The student selects the most liked, the least liked and leaves one choice blank in each triad set.
Scoring:	Machine and hand.
Interpretive Format:	Scores normed and graphed in the categories of: outdoor, mechanical, computational, scientific, persuasive, artistic, literacy, musical, social service and clerical. Also there is a verification score to monitor consistency of responses.
Reading Level:	6th grade.
Administrative Time:	45 to 60 minutes.
Notes:	

Reference Number:	25
Title:	Kuder Occupational Interest Survey (Form DD)
Copyright:	1964
Vender:	Science Research Associates, Inc.
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 11 to 16 and adults, oriented toward college bound student.
Instrument Format:	100 forced choice items of three activities each. The student selects a favorite activity, a least liked activity and leaves one item blank.
Scoring:	Machine or hand.
Interpretive Format:	There are 176 occupational scales in all, which are separately normed for men and women. There are scales for college success and study areas of potential interest also.
Reading Level:	6th grade.
Administrative Time:	30 to 40 minutes.
Notes:	

Reference Number:	26
Title:	Manipulative Aptitude Test
Copyright:	1967
Vender:	Western Psychological Services
Type/Use of Instrument:	Abilities assessment.
Target Population:	Grades 6 to 16 and adults.
Instrument Format:	The instrument uses a board, caps, nuts, washers, sockets, and a rod in several assessments, both right hand and left hand dexterity are assessed, as well as, eye hand coordination. The individual is given four short timed tests of various activities dealing with the manipulation of the various objects.
Scoring:	Hand and observation.
Interpretive Format:	Percentile norms are available for high school students for right, left and combined hand dexterity. There are no norms for any populations other than high school students. A list of occupations which require eye-hand coordination and hand dexerity is presented in the manual.
Reading Level:	Non-reading.
Administrative Time:	Testing time is 5 minutes and administration time is 15 to 20 minutes.
Notes:	

Reference Number:	27
Title:	McCarron-Dial System
Copyright:	Unknown, different subtests have different copyrights.
Vender:	McCarron-Dial
Type/Use of Instrument:	Abilities assessment, intelligence, motor coordination, social skills and tactile discrimination.
Target Population:	Developmentally handicapped, as well as, any students in grades 9 to 12, or adults.
Instrument Format:	There are three major parts which have different subtests for mental, psychological and motor assessments. The assessment subtests require the student to draw, identify pictures representing words, manipulate beads and bolts, balance themself, walk a line, and identify objects by touch. The administrator must observe the student's behavior throughout most of the assessment.
Scoring:	Hand and observational.
Interpretive Format:	The results give the individual's level of potential occupational involvement. The student is rated on the nine subtests for ability to work in the community as opposed to the need for a supervised sheltered employment program. The student is also evaluated on his/her present potential to earn the minimum wage rate, and a projected potential to increase his/her earnings with a year's training.
Reading Level:	Non-reading.
Administrative Time:	180 to 210 minutes (3 to 3-1/2 hours).
Notes:	

Reference Number:	28
Title:	Micro Tower
Copyright:	1978
Vender:	ICD Rehabilitation and Research Center
Type/Use of Instrument:	Work sample evaluations (abilities).
Target Population:	Educable mentally retarded to normal range adolescents and adults.
Instrument Format:	13 work samples: want ads comprehension, message taking, payroll computation, making change, mail sorting, filing, zip coding, record checking, bottle capping and packaging, lamp assembly, electronic connector assembly, blueprint reading, and graphics illustration. Usually, group administered, but it can be administered individually.
Scoring:	Hand and observational.
Interpretive Format:	Each subtest's results are given a normed rating by quintiles for various occupational groups. There is an observation summary sheet to rate the individual on style of working and interaction with others. Selected occupations are normed for each subtest and if the complete series is administered there is an overall occupational potential evaluation system available.
Reading Level:	Some subtests have technical reading levels, others have no reading.
Administrative Time:	A full assessment takes 3 to 5 days. Individual subtest administration times range from 20 minutes to 2 hours with most taking about 45 minutes.
Notes:	

Reference Number:	29
Title:	Minnesota Rate of Manipulation Tests
Copyright:	1969
Vender:	Western Psychological Services
Type/Use of Instrument:	Abilities assessment, pre-employment.
Target Population:	Adult job applicants.
Instrument Format:	Five timed dexterity tests involving the movement and manipulation of round blocks on a board. The tests are a placing test, a turning test, a displacing test, a one-hand turning and placing test, and a two-hand turning and placing test.
Scoring:	Hand, and observational.
Interpretive Format:	The timed subtests can be matched against performance norms developed from 3,000 adult unemployed people taken during the depression era.
Reading Level:	Non-reading.
Administrative Time:	20 to 35 minutes.
Notes:	

Reference Number:	30
Title:	Minnesota Spatial Relations Tests
Copyright:	1979
Vender:	American Guidance Service
Type/Use of Instrument:	Abilities.
Target Population:	Grades 9 to 12, and adults.
Instrument Format:	Four form boards are used with small wooden geometric shapes to test the student's ability to match shapes. The student moves the shapes from one board to the other board and places each shape in the proper cutout place. There are two trials of this task with different shapes in each trial. The tests are timed.
Scoring:	Hand and observational.
Interpretive Format:	The student's times for completing the tasks can be matched to nine educational and industrial groups. The student's scores can be interpreted in percentiles for the various normed groups.
Reading Level:	Non-reading.
Administrative Time:	10 to 20 minutes.
Notes:	

Reference Number:	31
Title:	MVII - Minnesota Vocational Interest Inventory
Copyright:	1965
Vender:	Psychological Corporation
Type/Use of Instrument:	Interests assessment.
Target Population:	Non-college bound males 15 years old or older.
Instrument Format:	158 forced choice activity triads. The individual selects his/her most liked activity, least liked activity, and leaves the other activity blank in each of the triads.
Scoring:	Hand or machine.
Interpretive Format:	There are 21 occupational scales. The occupational scales are: baker, food service manager, milk wagon driver, retail sales clerk, stock clerk, printer, tab. machine operator, warehouseman, hospital attendent, pressman, carpenter, painter, plasterer, truck driver, truck mechanic, industrial education teacher, sheet metal worker, plumber, machinist, electronics and radio-TV repair. There are 9 work area scales: mechanical, health service, office work, electronics, food service, carpentry, sales office, clean hands work and outdoors.
Reading Level:	About 8th to 9th grade.
Administrative Time:	45 to 50 minutes.
Notes:	

Reference Number:	32
Title:	Occupational Interest Inventory
Copyright:	1956
Vender:	CTB/McGraw-Hill
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 7 to 16 and adult.
Instrument Format:	Two sections - one section has 240 forced choice pairs of questions and the other section has 30 forced choice triads of activities.
Scoring:	Hand or machine.
Interpretive Format:	Percentile scores are given for a variety of specific occupational fields, occupational types and broad occupational interest factors for the student.
Reading Level:	6th grade.
Administrative Time:	30 to 40 minutes.
Notes:	

Reference Number:	33
Title:	OVIS - Ohio Vocational Interest Survey
Copyright:	1970
Vender:	Harcourt, Brace, Jovanovich Inc.
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 8 to 12.
Instrument Format:	280 items. The subject rates each item on a five choice scale of liking versus disliking the activity.
Scoring:	Machine.
Interpretive Format:	24 occupational activity scores, such as: mechanical work, mechanical, personal service, people/animal care, office work, inspecting, crafts, customers services, nursing, training, artistic, research, business, technical, agriculture, engineering, communications, managerial, beautician, selling, entertainment, education, supervision, and medical. The format is linked to the Dictionary of Occupational Titles worker trait group system.
Reading Level:	6th grade.
Administrative Time:	60 to 90 minutes (1 to 1-1/2 hours).
Notes:	

Reference Number:	34
Title:	PAYES - Program for Assessing Youth Employment Skills
Copyright:	1979
Vender:	Educational Testing Service
Type/Use of Instrument:	Interests and work attitudes assessment.
Target Population:	Adolescents and young adults with low reading skills.
Instrument Format:	The instrument uses a combination of pictures and related questions which are read aloud to the individual as an assessment format. The recommended format is a small group administration of about twenty per administration.
Scoring:	Hand.
Interpretive Format:	The results are presented as a summation of weighted scores which can be reviewed to see whether or not the student falls in a high or low occupational readiness range. The areas assessed are work attitudes, cognitive development in relation to occupations and vocational interest.
Reading Level:	Non-reading, orally read.
Administrative Time:	No time limit. The time varies from test group to test group, but is usually less than 60 minutes.
Notes:	

Reference Number:	35
Title:	Pennsylvania Bi-Manual Work Sample
Copyright:	1945
Vender:	American Guidance Service
Type/Use of Instrument:	Abilities assessment.
Target Population:	High school students and adults.
Instrument Format:	The student assembles and disassembles screw and nut assemblies as quickly as possible, then the parts are placed in holes in a board. These activities are timed to give finger speed and dexterity information.
Scoring:	Hand.
Interpretive Format:	Percentile norms are provided for males, females, high school students and industrial workers.
Reading Level:	Non-reading.
Administrative Time:	15 to 20 minutes.
Notes:	

Reference Number:	36
Title:	PIES - Picture Interest and Exploration Survey
Copyright:	1974
Vender:	Educational Achievement Corporation
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 7 to 16 and adult.
Instrument Format:	The individual views 156 slides of various job situations and marks if he/she would like to do the work in the picture. A filmstrip viewer and cassette player are needed.
Scoring:	Self or hand.
Interpretive Format:	The student is given the related occupations from the activities that he/she selected. Also, the student is rated on thirteen occupational clusters.
Reading Level:	Non-reading.
Administrative Time:	About 30 minutes.
Notes:	

Reference Number:	37
Title:	Project Discovery
Copyright:	1979
Vender:	Far West Laboratory
Type/Use of Instrument:	Work samples (abilities) and interest, primarily work exploration.
Target Population:	9th to 15th grade.
Instrument Format:	Hands-on simulated work tasks in 32 work activities areas. It gives the student a limited experience in these work area activities.
Scoring:	Hand and observational.
Interpretive Format:	Student self assesses his/her work and is rated by the examiner. The evaluations are subjective. There are subjective evaluations criteria, but there are no norms on performance or specific performance criteria. The student is asked to self report enjoyment and interest in occupations after he/she completes each activity project.
Reading Level:	5th to 6th grade, but a special "handicapped" version is written at the 4th to 5th grade level.
Administrative Time:	Varies with each work sample the individual uses, usually the administrative time is well over an hour for each work sample.
Notes:	

Reference Number:	38
Title:	Purdue Pegboard
Copyright:	1968
Vender:	Science Research Associates
Type/Use of Instrument:	Abilities assessment and pre-employment assessment.
Target Population:	Adult.
Instrument Format:	A small pegboard, washers, pegs and "collars" are used in short timed tests. The student manipulates the pieces in different ways using each hand and both hands.
Scoring:	Hand and observational.
Interpretive Format:	Norms for selected occupational categories and both sexes are available. The assessment results give indications of eye-hand coordination and finger dexterity.
Reading Level:	Non-reading.
Administrative Time:	10 to 25 minutes.
Notes:	

Reference Number:	39
Title:	Reading-Free Vocational Interest Inventory
Copyright:	1973
Vender:	American Association on Mental Deficiencies
Type/Use of Instrument:	Interests assessment.
Target Population:	Adult, educable mentally retarded.
Instrument Format:	There are separate male and female forms. For the male form there are 165 pictured activities and on the female form there are 120 pictured activities. In both forms the pictures of occupational activities are grouped in triads. The student selects the picture of the activity he/she likes best in each triad.
Scoring:	Hand.
Interpretive Format:	There are eleven occupational clusters given for the male form and eight for the female form. The male occupational clusters are automotive, building trades, clerical, animal care, food service, patient care, horticulture, janitorial, personal service, laundry service and materials handling. The female occupational clusters are laundry service, light industrial, clerical, personal service, food service, patient care, horticulture and housekeeping. The norms are for educable mentally retarded individuals.
Reading Level:	Non-reading.
Administrative Time:	10 to 20 minutes.
Notes:	

Reference Number:	40
Title:	SAAS - Self Appraisal and Assessment Structure
Copyright:	1969, (1974 for picture version)
Vender:	Stanley R. Ostrom
Type/Use of Instrument:	Interests and abilities assessment.
Target Population:	Grades 7 to 12.
Instrument Format:	Self ability assessment through a seven choice scale for eight areas: scientific, mechanical, clerical, computational, sales, social service, verbal and the arts. Also four scales "related to academic level", academic, motivation, energy, output and organization. There is an interest self-assessment section which has the individual use a five point preference rating scale for the eight areas mentioned above.
Scoring:	Self.
Interpretive Format:	The individual uses his ratings to start a self awareness, self exploration unit. The activity booklets help the student to organize and explore his/her occupational interest and abilities through a workbook format. Supplementary occupational information is available.
Reading Level:	7th to 9th grade, supplementary pictures available with picture version.
Administrative time:	60 minutes (1 hour).
Notes:	

Reference Number:	41
Title:	SDS - Self-Directed Search
Copyright:	1970
Vender:	Consulting Psychologists Press
Type/Use of Instrument:	Interests and abilities assessment.
Target Population:	Grades 9 to 16 and adult.
Instrument Format:	Questions of varying styles for occupational daydreams, activities, competencies, occupations and self-estimates.
Scoring:	Self.
Interpretive Format:	Using the John Holland six personality type theory; realistic, investigative, artistic, social, enterprising and conventional as a format, the instrument comes out with a rating score for each personality type. It matches these types to lists of occupations with similar type factors. There are 500 occupations in the job finder booklet. The booklet classifies the occupations by the personality factors required for their enjoyment.
Reading Level:	8th to 9th grade.
Administrative Time:	60 to 120 minutes (1 to 2 hours).
Notes:	

Reference Number:	42
Title:	Singer Work Samples
Copyright:	Varies with each work sample
Vender:	Singer Career Systems
Type/Use of Instrument:	Work samples (abilities) assessment.
Target Population:	Grades 9 to 12 and adults.
Instrument Format:	20 different work samples that allow the individual to experience and perform on a limited basis the actual work activities of a given occupational area. Each work sample is a kit with the tools and directions for the activities to be performed. The directions are audio-visual.
Scoring:	Hand and observation.
Interpretive Format:	The evaluation is by self reporting by the individu.. and performance evaluation by the administrator. The manual gives suggestions for performance and observational scoring criteria. Supplementary audio-visual career exploration systems are available.
Reading Level:	Varies with each work sample from a high reading level to nearly no reading.
Administrative Time:	90 to 180 minutes (1-1/2 to 3 hours) for each work sample.
Notes:	

Reference Number:	43
Title:	SPIB - Social Prevocational Information Battery
Copyright:	1975
Vender:	CTB/McGraw-Hill
Type/Use of Instrument:	Abilities, knowledge of job search and job behavior skills.
Target Population:	EMR students in grades 7 to 12.
Instrument Format:	There are nine tests based on a true and false format which are administered orally. Two of these subtests directly relate to employability. The other subtests relate to various survival skills. Each subtest can be given separately.
Scoring:	Hand or machine.
Interpretive Format:	The results for each subtest can be compared by percentile ranking to senior high school and junior high school EMR performances. Also, there is a raw percentage score graph for each subtest as a convenience to the reviewer.
Reading Level:	Non-reading.
Administrative Time:	Seven of the nine subtests take 15 to 25 minutes. The total testing time for the 2 employability subtests is 30 to 50 minutes. Total administration time is 135 to 225 minutes.
Notes:	

Reference Number:	44
Title:	SCVII - Strong Campbell Vocational Interest Inventory
Copyright:	1974
Vender:	Institute of Psychological Research, Inc. Psychological Corporation
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to 16 and adults.
Instrument Format:	The individual responds to 325 activity items by stating whether they like or dislike the activity item.
Scoring:	Machine.
Interpretive Format:	The Holland six type personality trait of realistic, investigative, artistic, social, enterprising and conventional is used as a basis for the interpretive chart. The individual is rated on the six personality traits, twenty-three basic interest scales and 124 occupational scales.
Reading Level:	7th grade.
Administrative Time:	25 to 35 minutes.
Notes:	

Reference Number:	45
Title:	Thurstone Interest Schedules
Copyright:	1947
Vender:	Psychological Corporation
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to 16 and adults.
Instrument Format:	100 non-forced choice occupational pairs. The student states they like one, both or none of the paired occupations.
Scoring:	Hand and machine.
Interpretive Format:	The profile gives ratings for ten occupational fields: physical science, biological science, computational, business, executive, persuasive, linguistic, humanitarian, artistic and muscial.
Reading Level:	9th grade.
Administrative Time:	10 minutes.
Notes:	

Reference Number:	46
Title:	Valpar Systems
Copyright:	Varies with each subtest.
Vender:	Valpar Company
Type/Use of Instrument:	Abilities assessment.
Target Population:	Adults, full functioning and disabled, subtest #17 is aimed toward EMR individuals.
Instrument Format:	17 different work sample programs: small tools (mechanical), size discrimination, numerical sorting, upper extremity range of motion, clerical comprehension and aptitude, independent problem solving, multi-level sorting, simulated assembly, whole body range of motion, tri-level measurement, eye-hand-foot coordination, soldering and inspection (electronic), money handling, integrated peer performance, electrical circuitry and print reading, drafting, pre-vocational readiness battery.
Scoring:	Hand and observation.
Interpretive Format:	Rating norms for a variety of populations are available for most of the subtests. The pre-vocational readiness battery gives an evaluation of overall independent work potential.
Reading Level:	No reading in many subtests, but others have technical reading material.
Administrative Time:	Varies with the type and number of subtests given. Testing times for the various subtests range from 30 minutes to 3 hours.
Notes:	

Reference Number:	47
Title:	VIEWS - Vocational Information and Evaluation Work Samples
Copyright:	1976
Vender:	Vocational Research Institute
Type/Use of Instrument:	Work samples (abilities) assessment.
Target Population:	Mentally retarded adolescents and adults.
Instrument Format:	Sixteen work samples. Each work sample is patterned after specific work situations. The different work samples assess for different occupational clusters. The work samples have been adapted for the mentally retarded population.
Scoring:	Hand.
Interpretive Format:	The results are relate to four occupational areas and six worker trait groups. This system has also been used as a pre-training evaluation device at some sites. The occupational areas and worker trait groups are linked to the Dictionary of Occupational Titles.
Reading Level:	Non-reading.
Administrative Time:	2-1/2 to 3 days for a full assessment program.
Notes:	

Reference Number:	48
Title:	VII - Vocational Interest Inventory
Copyright:	1977
Vender:	Career Decision Consultants of Seattle
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to 12.
Instrument Format:	112 forced choice pairs. Fifty-six are activity pairs and 56 are occupational pairs.
Scoring:	Machine.
Interpretive Format:	Percentile results are given for eight interest areas: service, business contact, organization, technology, outdoor, science, general cultural, arts and entertainment. Related occupational data is given with the computer printout.
Reading Level:	12th grade.
Administrative Time:	About 20 to 25 minutes.
Notes:	

Reference Number:	49
Title:	VISA - Vocational Interest and Sophistication Assessment
Copyright:	1968
Vender:	Mental Retardation Training Program
Type/Use of Instrument:	Interests assessment.
Target Population:	Retarded young adults.
Instrument Format:	An occupational picture is presented and the student is asked to answer several questions to assess his/her knowledge of the pictured occupation, as well as, the student's level of interest in the task pictured.
Scoring:	Hand and observation.
Interpretive Format:	The student's responses are matched to several occupational areas. Different areas are matched for each sex. The male occupational areas are: farm/grounds, food service, garage, industry, laundry, maintenance, and materials handling. The female occupational areas are: business/clerical, food service, housekeeping and laundry/sewing.
Reading Level:	Non-reading.
Administrative Time:	Varies widely with different uses and subjects, usually over 60 minutes (1 hour).
Notes:	

Reference Number:	50
Title:	WREST - Wide Range Employment Sample Test
Copyright:	1973
Vender:	JASTAK Associates, Inc.
Type/Use of Instrument:	Work samples (abilities) assessment.
Target Population:	EMR ages 16 to 54.
Instrument Format:	Ten tasks - folding, stapling, packaging, measuring, assembling, tag stringing, pasting, collating, color and shading and pattern matching.
Scoring:	Hand.
Interpretive Format:	Norms are provided for each work sample by sex and age. The norm groups range in age from 16 to 54 years old.
Reading Level:	Non-reading.
Administrative Time:	Each task takes 7 to 15 minutes. Total time 90 minutes (1-1/2 hours).
Notes:	

Reference Number:	51
Title:	WRIOT - Wide Range Interest-Opinion Test
Copyright:	1970
Vender:	JASTAK, Inc.
Type/Use of Instrument:	Interests assessment.
Target Population:	Individuals ages 9-1/2 to 54 years old, particularly mentally retarded, emotionally disturbed, high school dropouts, and illiterate individuals, ages 9-1/2 to 54 hears old.
Instrument Format:	450 pictures are presented in 150 combinations of three pictures each. The individual selects the pictured activity he/she most likes and the pictured activity he/she least likes of each triad.
Scoring:	Hand or machine.
Interpretive Format:	The results are graphed on 25 vocational interest areas and work attitudes. The 25 areas have supplimentary data to relate each area to specific activities and occupations.
Reading Level:	Non-reading, pictorial.
Administrative Time:	About 40 minutes.
Notes:	

Reference Number:

Title:

Copyright:

Vender:

Type/Use of Instrument:

Target Population:

Instrument Population:

Scoring:

Interpretive Format:

Reading Level:

Administrative Time:

Notes:

Reference Number:

Title:

Copyright:

Vender:

Type/Use of Instrument:

Target Population:

Instrument Format:

Scoring:

Interpretive Format:

Reading Level:

Administrative Time:

Notes:

Reference Number:

Title:

Copyright:

Vender:

Type/Use of Instrument:

Target Population:

Instrument Format:

Scoring:

Interpretive Format:

Reading Level:

Administrative Time:

Notes:

Reference Number:

Title:

Copyright:

Vender:

Type/Use of Instrument

Target Population:

Instrument Format:

Scoring:

Interpretive Format:

Reading Level:

Administrative Time:

Notes:

Reference Number:

Title:

Copyright:

Vender:

Type/Use of Instrument:

Target Population:

Instrument Format:

Reading Level:

Notes:

REFERENCE NUMBER	NAME	TYPE			TARGET POPULATION by grade level					SCORING			READING by grade level					ADMIN. TIME in minutes			
		Interests	Abilities	Work Sample	K-6	7-9	10-12	Adult	Special * Needs	Self	Hand	Machine	Non	K-4	5-8	9-12	College	15 or less	16-30	31-60	61 and up
01	APP. OF OCC. ATTIT.		X					X			X				X	X					X
02	APT. TEST FOR OCC.		X			X	X	X		X	X	X			X						X
03	A S V A B		X				X	X				X				X					X
04	BENNETT HAND TOOL		X					X	X		X		X						X		
05	BENNETT TEST-MECH.		X			X	X	X			X	X			X				X		
06	COPS	X				X	X	X		X	X					X				X	
07	COPS - INTER	X			X	X	X		X	X	X				X				X		
08	CAPS		X			X	X	X	X	X	X	X		X						X	
09	CAREER ASSES. INVEN.	X				X	X	X				X				X				X	
10	COATS	X	X	X		X	X	X	X		X	X	X							X	
11	CRAWFORD SM TOOL		X					X	X		X		X					X			
12	CURTIS INT. SCALE	X				X	X	X		X	X						X	X			
13	D.A.T.		X			X	X				X	X			X						X
14	GATB		X				X	X			X	X			X						X
	NATB		X				X	X	X		X	X	X								X
15	GEIST PICTURE INT.	X				X	X	X	X		X	X	X						X		
16	GORDON OCC. CHECKLST	X					X				X					X			X		
17	HACKMAN-GAITHER	X			X	X	X	X			X	X			X					X	
18	HOOI	X				X	X	X			X					X				X	
19	HOW WELL DO YOU KNOW	X				X	X	X			X				X				X		
20	IDEAS	X				X				X	X					X			X		
21	J V I S	X				X	X	X			X	X			X					X	
22	J E V S	X	X	X				X	X		X		X	X	X	X					X
23	JOB-O	X					X	X	X	X	X				X	X			X		
24	KUDER (FORM CP)	X				X	X				X	X			X					X	
25	KUDER (FORM DD)	X					X	X			X	X			X					X	
26	MANIPULATIVE APTI.		X		X	X	X	X	X		X		X						X		
27	McCARRON-DIAL		X			X	X	X	X		X		X								X
28	MICRO TOWER		X	X				X	X		X		X	X	X	X			X	X	X
29	MINN. RATE OF MANIP.		X					X	X		X		X						X		
30	MINN. SPATIAL RELAT.		X			X	X	X	X		X		X						X		
31	MVII	X					X				X	X			X	X				X	
32	OCC. INT. INV.	X				X	X	X			X	X			X					X	
33	OVIS	X				X	X					X			X						X
34	PAYES	X					X	X			X		X								
35	PENN. BI-MAN WRK SAM		X				X	X	X		X		X						X		
36	PIES	X				X	X	X	X	X	X		X						X		
37	PROJECT DISCOVERY	X	X	X		X	X		X		X			X	X						X
38	PURDUE PEGBOARD		X					X	X		X		X						X		
39	READING FREE	X						X	X		X		X						X		
40	S A A S	X	X			X	X			X					X	X				X	
41	S D S	X	X			X	X	X		X					X	X					X
42	SINGER WRK SAMPLE		X	X		X	X	X	X		X			X	X	X					X

* These instruments have potential use or adaption for use with special education or handicapped individuals.

REFERENCE NUMBER	NAME	TYPE			TARGET POPULATION by grade level					SCORING			READING by grade level					ADMIN. TIME in minutes			
		Interests	Abilities	Work Sample	K-6	7-9	10-12	Adult	Special * Needs	Self	Hand	Machine	Non	K-4	5-8	9-12	College	15 or less	16-30	31-60	61 and up
43	SPIB		X			X	X		X		X	X	X								X
44	SCVII	X				X	X	X				X			X				X		
45	THURSTONE INT SCHED	X				X	X	X			X	X				X		X			
46	VALPAR SYSTEMS		X					X	X		X		X	X	X	X				X	X
47	VIEWS		X	X			X	X	X		X		X								X
48	VII	X				X	X					X				X			X		
49	VISA	X					X	X	X		X		X								X
50	WREST		X	X			X	X	X		X		X								X
51	WRIOT	X			X	X	X	X	X		X	X	X							X	

* These instruments have potential use or adaption for use with special education or handicapped individuals.

VENDERS

American Association on Mental Deficiencies (39)
5101 Wisconsin Avenue, N.W.
Washington, D.C. 20016

American Guidance Service (30, 35)
Publisher's Building
Circle Pines, Minnesota 55014

Career Decision Consultants of Seattle (48)
Vocational Interest Inventory
P.O. Box 25065
Seattle, Washington 98125

CFKR Career Materials (23)
P.O. Box 4
Belmont, California 94002

Consulting Psychologists Press, Inc. (41)
577 College Avenue
Palo Alto, California 94306

CTB/McGraw-Hill (02, 32, 43)
Del Monte Research Park
Monterey, California 93940

Department of Defense (03)
Washington D.C.
Make first contact with local recruiter

Edits (06, 07, 08)
P.O. Box 7234
San Diego, California 92107

Educational Achievement Corporation - PIES (36)
P.O. Box 7310
Waco, Texas 76710

Educational Testing Services (Payes) (34)
Cambridge Book Company
888 7th Avenue
New York, NY 10019

Far West Laboratory - Project Discovery (37)
1-681 Gabacho Drive
San Diego, California 92124

Harcourt, Brace, Jovanovich, Inc. (16, 33)
757 Third Street
New York, N.Y. 10017

Houghton Mifflin (01)
777 California Avenue
Palo Alto, California 94304

ICD Rehabilitation and Research Center (28)
3040 E. 24th Street
New York, N.Y. 10010

Institute of Psychological Research, Inc. (44)
34 Fleury Street West
Montreal, Quebec, Canada

Interpretive Scoring Systems (09, 20)
4401 W. 76th Street
Minneapolis, Minnesota 55435

Jastak, Inc. (50, 51)
1526 Gilpin Avenue
Wilmington, Delaware 19806

McCarron-Dial (27)
P.O. Box 45628
Dallas, Texas 75245

Mental Retardation Training Program - Vocational Instruction and Sophistication Assessment (49)
Ohio State University
9 West Buttles Avenue
Columbis, Ohio 43215

Stanley R. Ostrom (40)
P.O. Box 1423
San Jose, California 95109

PREP (10)
1575 Parkway Avenue
Trenton, NJ 08628

Psychological Corporation (04, 05, 11, 13, 31, 44, 45)
757 Third Avenue
New York, NY 10017

Psychologists and Educators, Inc. (19)
Jacksonville, Illinois 62650

Psychological Service Center of Philadelphia (17)
1422 Chestnut Street
Philadelphia, Pennsylvania 19102

Psychometric Affiliates (12)
Box 3167
Munster, Indiana

Research Psychologist Press, Inc. (21)
P.O. Box 984
Port Huron, Michigan 48060

Scholastic Testing Service, Inc. (18)
480 Meyer Road
Bensenville, Illinois 60106

Science Research Associates, Inc. (24, 25, 38)
155 North Wacker Drive
Chicago, Illinois 60606

Singer/Career Systems (42)
1333 Lawrence Expressway
Bldg. 100, Suite 109
Santa Clara, California 95051

U.S. Department of Labor (14)
Bureau of Labor Statistics
Washington, D.C. 20212

Valpar Corporation (46)
3801 East 34th Street, Suite 105
Tucson, Arizona 85713

Vocational Research Institute, Inc. (22, 47)
Jewish Employment and Vocational Service
1624 Locust Street
Philadelphia, Pennsylvania 19103

Western Psychological Services (15, 26, 29)
Box 775
Beverly Hills, California